

SUMMARY OF PROPOSED AMENDMENTS TO TENNESSEE'S ACCOUNTABILITY WORKBOOK Spring 2005

Original Policy	Proposed Revision	Justification	Negotiated Amendment
The graduation rate is calculated from the same year data as the other high school academic indicators (Gateway Math, Gateway English, and 11 th grade writing assessment).	Tennessee will use the previous year's graduation rate instead of the current year's data. The calculation of the high school AYP academic data from the Gateway tests and 11 th grade writing will be based on the most current year data while the calculation of the graduation rate for AYP will be based on the previous year's data. (See chart on page 4.)	Tennessee has faced challenges in providing districts with AYP calculations in the timeframe required by No Child Left Behind (NCLB). One of the biggest obstacles has been the calculation of the graduation rate. This is because districts often have summer school programs which allow seniors to complete the coursework necessary for a regular diploma within the "standard number of years." By lagging the calculation by one year, the Department will be able to avoid this obstacle and provide districts with their AYP determinations within the required timeframe.	Orally approved.
The graduation rate is calculated from the same year data as the other high school academic indicators (Gateway Math, Gateway English, and 11 th grade writing assessment).	To transition into the process of lagging the graduation data for AYP determinations, the State will use the event drop-out rate for school year 2004-2005 instead of the graduation rate. (See chart on page 4.)	Tennessee does not want to hold districts accountable for the same year's data two consecutive years. If the State were to implement the amendment to lag the high school graduation rate data for one year with the AYP determinations for school year 2004-2005, the State would be using the same graduation rate in the 2004-2005 AYP determinations as it used in the 2003-2004 AYP determinations. To remedy this and ensure that the State can meet its commitment to provide districts with 2004-2005 AYP determinations before school starts in August, the State is proposing to use the event drop-out rate for 2004-2005, which is available at the end of the 2004-2005 school year, to calculate AYP status of schools and districts.	Orally approved.

As required by NCLB, Tennessee has used the additional indicator for high schools, the graduation rate, in its calculations for Safe Harbor.	Tennessee will use the graduation rate for calculations for Safe Harbor for these subgroups: all students, white, black, Hispanic, Asian, and Native American Indians. Beginning with school year 2004-2005, Tennessee will use the event drop-out rate as the additional indicator for calculation of Safe Harbor for these three subgroups: students with disabilities, English language learners, and economically disadvantaged students. For the calculation of Safe Harbor for school year 2004-2005 only, the State will use the event drop-out rate for all students and the five race/ethnic subgroups. Beginning in 2009-2010, the state will use the graduation rate for calculations of Safe Harbor for all required subgroups. (See chart on page 4.)	In 2005-06, Tennessee student-level information system (EIS) will be fully implemented. At this time it will begin tracking individual students longitudinally to allow for calculation of graduation rates according to the methodology recommended in the November 2004 final report of the NISS/ESSI Task Force on Graduation, Completion, and Dropout Indicators. Beginning in 2009-10, Tennessee will be able to calculate the graduation rate according to this report for all required subgroups. Currently, the state can only calculate graduation rates by race/ethnicity subgroups. Because of this until 2009-10, the state will use an alternative additional indicator for high schools, the event drop-out rate, for purposes of Safe Harbor as it applies to students with disabilities, limited English proficient students, and economically disadvantaged students only.	Orally approved.
For limited English proficient (LEP) students, Tennessee plans to use an alternate assessment that is aligned with grade level content standards in reading/language arts and math starting in school year 2004-2005.	Tennessee will implement an alternate assessment for LEP students in reading/language arts in school year 2004-2005. Tennessee will delay the implementation of an alternate assessment for LEP students in math.	Tennessee has not been able to develop an alternate assessment for LEP students in math.	Orally approved.
Tennessee calculates Safe Harbor according to the NCLB law. The State determines that Safe Harbor has been met when: <ol style="list-style-type: none"> 1. There is a 10% reduction in the percent of students below proficient compared with 	Tennessee proposes to include an additional 'gain towards proficiency' methodology for allowing schools and districts to make AYP through the safe harbor provision. After Tennessee has calculated AYP determinations using the methodology approved in its Accountability Workbook, the State will use an additional method to determine whether a school or district with grade configurations of elementary/middle (K-8) which has failed one of the academic targets has met "Safe Harbor" through the following process. Each student's projections to the State's high school graduation standards (as assessed by the Gateway Math and English	Tennessee has in place a data tracking system that follows the academic progress of each student individually. This has allowed the development of a system, which utilizes all of each student's prior information, to provide individual student projections to the high school graduation standards. With these projections, it can be ascertained if a school has provided the educational opportunity necessary to change students' trajectories so that each student has a greater likelihood of meeting these academic standards. With this process, a school or district	Proposed revision submitted.

<p>the preceding year; and,</p> <p>2. That subgroup has also shown progress in meeting the additional indicator target.</p>	<p>tests) will be calculated. If a student's projections are greater or equal to the standards required, then that student will be considered proficient in the application of this additional Safe Harbor calculation. Students whose projections do not meet the standard will be considered below proficient. All students in a school or district will be evaluated similarly. AYP calculations will then use the aggregate individual students' "projections" to determine whether the school or district has met the State's annual measurable targets for math and reading/language arts.</p>	<p>that meets "Safe Harbor" in this manner will have insured that all sub-groups and all ranges of prior achievement will have made progress toward meaningful future standards. By holding districts and schools accountable for improving the likelihood that all students will reach proficiency in high school, Tennessee will encourage appropriate educational practices for all students. This is in keeping with the Secretary Spellings' vision of the 'bright lines' of NCLB. Those are: to ensure that all students are learning, to improve teacher quality, to ensure information is accessible and parents have options, and to make the school system accountable.</p>	
<p>Tennessee applies the 1% flexibility provision at both the district and state level for the inclusion of proficient scores on the alternative assessment for students with disabilities held to alternative standards.</p>	<p>Tennessee will implement the new "interim" flexibility that Secretary Margaret Spellings has proposed. By committing to adopting modified achievement standards for additional 2% of students with disabilities, Tennessee is eligible to adopt a proxy measure to calculate adjusted proficiency rates for the students with disability subgroup. Based on guidance from the U.S. Department of Education, Tennessee will add 13 percentage points to the students with disabilities cells for reading/language arts and math proficiency for purposes of determining AYP in schools where only one or both of these cells did not meet academic targets.</p>	<p>Tennessee supports the new Secretary's proposal to increase the flexibility in AYP determinations for students with disabilities subgroup.</p>	<p>Orally approved. U.S. Department of Education will not permit states to apply confidence intervals to the adjusted proficiency rates.</p>
<p>Tennessee used a augmented norm-referenced test in grades 3-8.</p>	<p>Tennessee uses a criterion-referenced test for content areas in grades 3-8.</p>	<p>Tennessee wants to provide a more efficient testing system that requires less classroom time for administration.</p>	<p>Orally approved.</p>

AYP Year	2004	2005	2006	2007	2008	2009	2010	2011
School/District Additional Indicator for AYP	2003-04 Graduation Rate (NCES definition; aggregate dropout data)	2004-05 Event Dropout Rate (aggregate dropout data)	2004-05 Graduation Rate (NCES definition; aggregate dropout data)	2005-06 Graduation Rate (NCES definition; aggregate and individual dropout data)	2006-07 Graduation Rate (NCES definition; aggregate and individual dropout data)	2007-08 Graduation Rate (NCES definition; aggregate and individual dropout data)	2008-09 Graduation Rate (NCES definition; aggregate and individual dropout data)	2009-10 Graduation Rate (Longitudinal cohort definition**; all individual student data)
Subgroup Additional Indicator for Safe Harbor (race/ethnicity)	2003-04 Graduation Rate (NCES definition; aggregate dropout data)	2004-05 Event Dropout Rate (aggregate dropout data)	2004-05 Graduation Rate (NCES definition; aggregate dropout data)	2005-06 Graduation Rate (NCES definition; aggregate and individual dropout data)	2006-07 Graduation Rate (NCES definition; aggregate and individual dropout data)	2007-08 Graduation Rate (NCES definition; aggregate and individual dropout data)	2008-09 Graduation Rate (NCES definition; aggregate and individual dropout data)	2009-10 Graduation Rate (Longitudinal cohort definition**; all individual student data)
Subgroup Additional Indicator for Safe Harbor (ELL, SWD, Economically Disadvantaged)	not available	2004-05 Event Dropout Rate (individual student data - EIS)*	2005-06 Event Dropout Rate (individual student data - EIS)	2006-07 Event Dropout Rate (individual student data - EIS)	2007-08 Event Dropout Rate (individual student data - EIS)	2008-09 Event Dropout Rate (individual student data - EIS)	2009-10 Event Dropout Rate (individual student data - EIS)	2009-10 Graduation Rate (Longitudinal cohort definition**; all individual student data)

* Limited to districts/schools with accurate data reported to EIS.

** Draft definition: Numerator = Number of students from cohort A who graduate with a regular diploma in 2008-09 + Number of ELL and SWD students from cohort A who graduate with a regular diploma in 2009-10; Denominator (Number of students in Cohort A) = Number of first-time 9th graders in 2005-06 + transfers in – transfers out – exclusions

Note: Aggregate dropout data used in the graduation rate is data that LEAs report to the state in aggregate form. As it becomes available, TDOE will use individual dropout data from EIS to replace this aggregate data. For example, the 2005-06 graduation rate will include 9th, 10th, and 11th grade dropout data from aggregate data collections and 12th grade dropout data from EIS.